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ABSTRACT

All relevant documents processed by the Educational Research Information Center system through August, 1969, on the subject of Instructional Materials Centers are listed and synopsized in this pamphlet. The length of each document is noted and information supplied on the method of obtaining hardcopy and microfiche copies. Most of the documents listed can be ordered individually or as a complete collection of 72 fiche. (SH)

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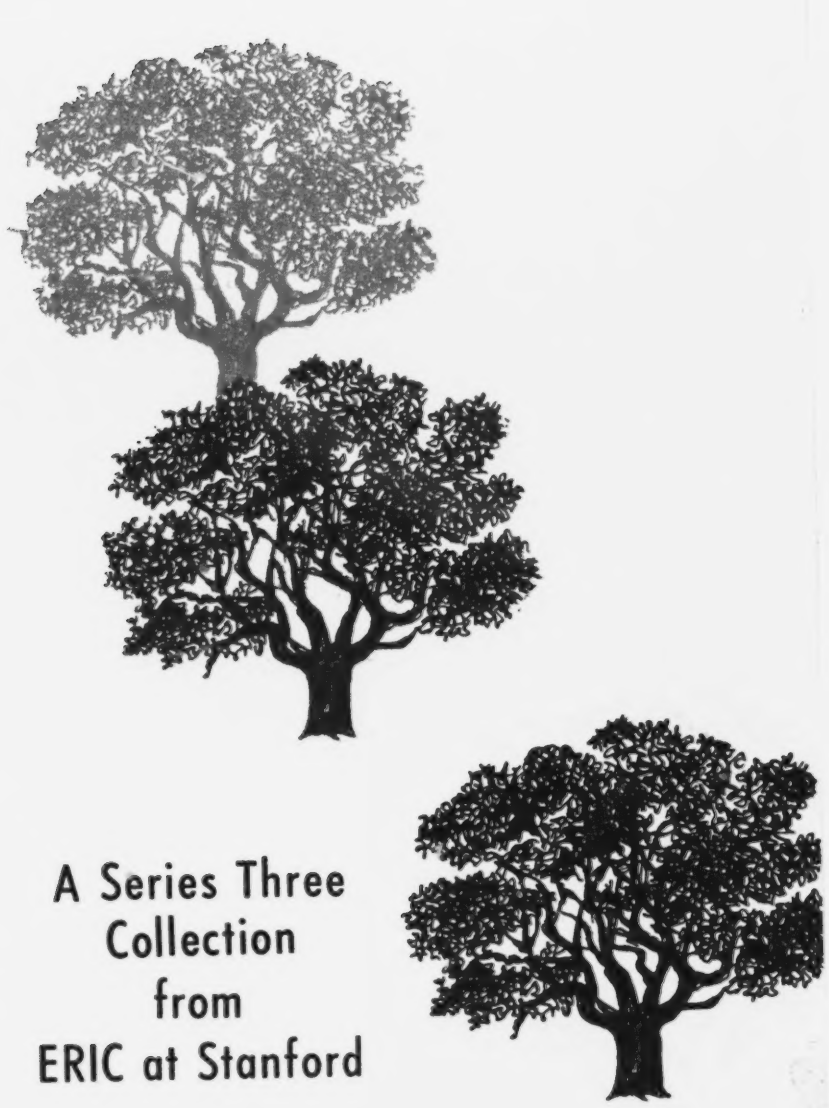

A Series Three
Collection
from
ERIC at Stanford

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Instructional Materials Centers

A Series Three Collection
From ERIC at Stanford

Don H. Coombs
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Michelle Timbie
Len Schwarz
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December 1969

The ERIC Clearinghouse
on Educational Media and Technology
Stanford University
Stanford, Calif.

Series Three Collections demonstrate the variety of media and technology documents available from ERIC and make ordering copies a simple process. Most of the listed documents are available on microfiche, as is described on the last page of this booklet.

FOREWORD

These Series Three abstracts are presented to give you an idea of the ERIC documents available on this particular subject, and to make obtaining copies of most of them a simple process. Because different clearinghouses necessarily overlap in scope, some media and technology documents have been processed into the ERIC system by clearinghouses other than ERIC at Stanford. Abstracts of such documents are included among those offered here. This booklet, that is, presents documents selected from the whole ERIC collection, not just those documents processed at the Stanford clearinghouse.

A few non-ERIC sources may be cited, but only recent and exceptionally useful ones which are well-known to your editors. In contrast, the clearinghouse's Series One publications are annotated bibliographies prepared by experts in a field, and containing references to both ERIC and non-ERIC documents. While those Series One publications were commissioned in order to provide "Basic Reference Shelves" or introductions to subject matter areas, the booklet you hold in your hand was designed for the quite different purpose mentioned above: to demonstrate what is available in the system and, when the subject allows, to present all the relevant ERIC documents.

Some of the Series Three booklets, such as the one on Instructional Materials Centers, do present all relevant ERIC documents through August 1969. Others, such as that on Instructional Television, represent only a good sized fraction of the germane documents. In such cases, the chosen documents were selected because of their relevance to current problems in the field, or because of their relatively sophisticated methodology, which could serve as an example to other researchers. (Anyone wishing the exhaustive list of document accession numbers, in a field such as Instructional Television, should get in touch with the clearinghouse.)

Because rates charged by the ERIC Document Reproduction Service have to be adjusted occasionally, the length of each document, rather than the price, is listed in this booklet. Each issue of the ERIC at Stanford Newsletter (available free upon request) carries current prices, along with details on how to order. Even with price adjustments, microfiche will continue to be a bargain; up to two-hundred pages of text can be obtained for about a dollar.

Like most clearinghouse activities, the preparation of these Series Three booklets has been a cooperative venture. Thus it is appropriate to end this foreword with a cooperative signature–

Don Coombs
William Paisley
Michelle Timbie
Len Schwarz
Henry Ingle

How Does the Secondary School Library Become An Instructional Materials Center? Personnel, Program, Materials, Housing

Margaret Rogers, Oregon School Study Council, Eugene, June 1968, Available as Document ED 027 049 from EDRS, one fiche or 15 pages hardcopy.

Objectives of this paper were: (1) to provide a practical point of view, based on experience of library and audiovisual practitioners, for expanding secondary school library programs into instructional materials center programs as demanded by instructional programs involving flexible scheduling, inquiry, and independent study; (2) to provide an annotated bibliography of pertinent comment and illustrations from school administration, architecture, library, and audiovisual journals, books, and media; and (3) to make available to school administrators and planners selected sources on these topics. The instructional materials center, as defined for this discussion, is a library with broader than traditional purpose, housing more diversified and extensive collections of materials. It is staffed by individuals with varied general experience and specializations in library, curriculum, and media, who work supportively with staff and students. This paper discusses personnel, program, materials, the indexing system, budget, and space allocations. An annotated bibliography of 24 items is appended.

Instructional Materials Centers–Selected Readings

Neville P. Pearson and Lucious Butler, 1969, Available from Burgess Publishing Co., 426 S. Sixth St., Minneapolis Minn.

Some 83 articles are presented in this 345-page paperbound book. All have appeared in one or another of 31 periodicals in the last decade, with *Audiovisual Instruction* by far the most heavily represented. Twenty-six of the articles are from AVI. The report literature, which makes up most of the entries in this ERIC bibliography, of course is not represented in the Pearson and Butler book. But the articles in Pearson and Butler are nowhere else so conveniently available. The book has sections devoted to the philosophy of the IMC, the IMC at different educational levels, and operation, personnel and evaluation of IMCs.

"Instructional Media Centers" Issue, Audiovisual Instruction, September 1969

Available from Department of Audiovisual Instruction, National Education Association, 1201 16th St. N.W., Washington, D.C.

This issue of the monthly journal contains a variety of articles related to instructional media centers, including "What Is A Media Center?," "The Bibb Instructional Media Center," "Promote Your IMC," "Technological Advances Affecting School Instructional Media Centers" and "Creative Inquiry and the School IMC."

Criteria Relating to Educational Media Programs in Junior Colleges

Michigan Community and Junior College Library Administrators, November 1968, Available as Document ED 027 867 from EDRS, one fiche or 16 pages hardcopy.

Criteria presented here are based on the national education association standards for educational media programs in colleges and universities, but were adapted for use in the junior college. Provided are: (1) general criteria for establishing media programs in the community college, which include a commitment to the media program and to media as an integral part of instruction, and a commitment to provide, finance, and staff media facilities, (2) the role of media services in curriculum and instruction, and (3) guidelines for establishing a media center. Also provided are materials and equipment guidelines and a materials budget for both a basic and an advanced media program.

Elementary School Instructional Resources Center, September 6, 1966–June 16, 1967. Program evaluation conducted by Department of Psychological Services and Educational Research in conjunction with Department of Instructional Resources

Milwaukee Public Schools, Wisconsin Division of Curriculum and Instruction, 1967, Available as Document ED 027 048 from EDRS, one fiche or 36 pages hardcopy.

The elementary library project established and expanded fifteen school libraries in areas of low income

families. The objectives of the project were to increase pupil use of the library, to increase teacher use of library materials, and to improve student work-study skills. For children lacking a home environment conducive to proper study habits the project provided (a) a convenient and inviting place to study during and outside of regular school hours, (b) readily accessible print and non-print materials, and (c) a librarian-aide trained at the sub-professional level to assist the pupils in selection and use of material. Evaluation of the project involved examination of changes in student achievement and attitudes, library circulation and attendance records, and teachers', librarian-aides', and principals' reactions.

Ten Steps for the Establishment of the Comprehensive Community College Library

Norman E. Tanis, Paper presented at a conference on the Community College Library (Kansas State College of Pittsburg, April 17, 1967), 1967, Available as Document ED 027 044 from EDRS, one fiche or 14 pages hardcopy.

Because community college boards of trustees and citizens committees often make the initial decisions about major college policies and building plans, it is important that they become aware of the basic sequence of events which will promote excellent community college libraries. The ten steps involve: (1) provision of funds for the library in the capital funds secured for the new campus, (2) appointment of a capable head librarian, (3) utilization of a well-qualified library consultant, (4) establishment of a code of library policy and procedure, (5) assigning priorities for provision of library materials, (6) considering the library to be a materials resource center, (7) budgeting, (8) visiting similar libraries, (9) writing the specifications for the consultant, and (10) establishing continuing cooperative relationships with other libraries.

New Media and College Teaching

James W. Thornton, Jr. and James W. Brown, American Association for Higher Education, Washington, D.C. Department of Audiovisual Instruction, Washington, D.C., 1968, Available as Document ED 026 863 from EDRS, three fiche; hardcopy not available.

Five hundred current innovative media projects in 300 colleges and universities are reported here by faculty members responsible for them. These reports are the basis for state-of-the-art evaluations, and both evaluations and reports are arranged in this higher education media study by fields: instructional television, mediated self-instruction, special multimedia facilities, transparencies, telephone applications, simulation, systems, and media services management. Introductory comments relate media to their instructional use and this study to one in 1963, "New Media in Higher Education." Some of the concluding remarks are that applications seem to be more adaptive than creative, credible materials of instruction need to be developed nationally and regionally, and housing of media is still inadequate. Indices by topic, contributor, and institution are provided. A "Media activity inventory-directory," the product of two nationwide mail surveys (1966-67) is appended; it is arranged by state, institution, and media project leader.

Recommended Guidelines for Facilities, Equipment, Grounds, and Maintenance

Iowa State Dept. of Public Instruction, Des Moines, 1966, Available as Document ED 026 817 from EDRS, one fiche or 17 pages hardcopy.

Recommended minimum physical facility standards are listed in this set of guidelines drawn up in outline form for Iowa Public Schools. Included are standards for school sites, safety, playgrounds, physical condition of exterior as well as interior of buildings, various types of classrooms, guidance facilities, auditoriums, gymnasiums, instructional materials centers, cafeterias, heating and ventilating, electrical installations, sanitary facilities, heights of chalkboards and tackboards, and classroom furniture.

Mobile Media at San Francisco Medical Center

Thomas L. Banks, Educational/Instructional Broadcasting, Document not available from EDRS, 7 pages.

In 1966 the University of California Medical Center at San Francisco (including Schools of Dentistry, Medicine, Nursing, and Pharmacy) established a broadly based communications media center designed to serve the variety of teaching, research, and continuing education requirements of the faculty. This article dwells on the variety of applications its large assortment of equipment affords. The article appeared in "Educational/ Instructional Broadcasting," November-December, 1968.

A Pilot Evaluation of Instructional Material Centers. Final Report

Charles F. Williams and George H. Johnson, American Institutes for Research, Washington, D.C., January 1968, Available as Document ED 025 889 from EDRS, three fiche or 147 pages hardcopy.

A 9-month pilot evaluation of the developing special education instructional materials center (SEIMC) network utilized two approaches: (1) a process evaluation with site visits to determine the status of activities at the SEIMC's at the Universities of Wisconsin and Southern California, and (2) a user survey of 588 mail questionnaires, follow-up interviews with 175 teachers, and interviews with 44 administrators. There were few differences between regions on major issues. Of the teachers and administrators in both regions, 90% were aware of the SEIMC's, and over half were familiar with the service programs. One-fourth of the teachers had visited a SEIMC library. Of the SEIMC's resources and staff time, 90% went to service functions. Both centers had become primary interfaces between the Federal Bureau of the Handicapped, state divisions, local school districts, and university programs in special education. The primary communication link was publications. Teachers considered materials demonstrations at their meetings the most valuable service (centers averaged three a month), but the study found the five inservice training institutes by Wisconsin and California's several conferences most valuable.

An Exploration of the Learning Resources Philosophy and Service Being Developed in the Junior Colleges of Minnesota

Willard Philipson and others, Minnesota Univ., Minneapolis. Dept. of Audiovisual Extension, November 1968, Available as Document ED 025 257 from EDRS, one fiche or 6 pages hardcopy.

When the junior college develops a learning resources center, the audiovisual program may necessarily be merged with the print program or other needed graphic and media programs. When this happens, it will be necessary to increase personnel (librarians, audiovisual specialists, and aides) to meet the various skill needs. For greatest efficiency, a director may be appointed to handle the entire materials and media program. If Minnesota junior colleges are to meet their multiple goals, the authors feel that this will be best accomplished through a unified and integrated approach to the use of materials and media such as found in a learning resources center. Recommendations for the purchase of audiovisual materials and equipment are given for a junior college of 500 students with a student/faculty ratio of 22:1.

Edspecs for the South Campus Seattle Community College

Associated Consultants in Education, Tallahassee, Fla., October 1966, Available as Document ED 024 246 from EDRS, six fiche or 389 pages hardcopy.

A consensus of faculty, staff, and consultants was reached regarding the physical requirements necessary for full implementation of the eduational program. Site development criteria emphasized the commuter nature of the student population, accessibility of the instructional materials center from primary pedestrian arteries, provision for future facilities expansion, and extensive nighttime use of facilities. Detailed specialized equipment needs and square footage requirements by function for 5,000 full-time enrolled students are given in appendices.

Rates and Standards

Illinois State Office of the Superintendent of Public Instruction, Springfield, 1969, Available as Document ED 023 940 from EDRS, two fiche or 97 pages hardcopy.

Recommendations are made for tentative regulations for the operation of an educational materials coordinating unit in the area of handproduced educational materials for the visually handicapped. General administrative recommendations for all media are provided in addition to recommendations by the Braille, large type, and tape recording groups. Instructions are given for the Braille transcription of textbooks, for volunteer produced, large type textbooks, and for the recording of textbooks. An appendix lists 11 national, 11 state, and three local agencies serving the visually handicapped and indicates the title and source of six Braille reference materials.

Clarksville Montgomery County High School, Clarksville, Tennessee. Profile of a Significant School

Luther W. Sanders, Ed., Shaver and Co., Salina, Kans., Tennessee Univ., Knoxville, School Planning Lab, Document not available from EDRS.

A review of community trends precedes a description of the building program for this high school. Requirements were oriented toward–(1) serving the needs of a comprehensive program, (2) use of new educational techniques and aids, and (3) economic planning. The centralized core plan radiates about an administrative complex which includes–(1) teacher work spaces, (2) conference rooms, and (3) counseling and health centers. Located below this complex is the Instructional Materials Center in which electronic aids are available to students. The nerve center of the central communications system is here. Surrounding the core are flexible classroom clusters each served by a sub-instructional materials center. Diagrams, sketches, plans, and general architectural data are included.

Instructional Materials Center, An Annotated Bibliography

Harold S. Davis, Educational Research Council of Greater Cleveland, Ohio, 1967, Available as Document ED 022 257 from EDRS, one fiche, hardcopy not available.

This annotated bibliography on planning, staffing, and operating instructional materials centers in elementary, secondary and higher education institutions lists 24 books and pamphlets and 187 articles published between 1949 and 1966. Topics covered which related to instructional materials centers include team teaching, audio-visual materials, school libraries, independent study, learning centers, curriculum laboratories, and individualized instruction.

Organizing a Learning Center

Harold S. Davis, Educational Research Council of America, Cleveland, Ohio, 1968, Available as Document ED 022 257 from EDRS, one fiche, hardcopy not available.

The organization and development of instructional materials centers (IMC's) as a part of a program of educational improvement is discussed, along with the advantages, disadvantages, and organization of centralized IMC's, decentralized IMC's, and coordinated IMC's. The operation of five successful IMC's on elementary and secondary levels is described with emphasis upon each IMC's scope, staffing, materials, and integration into the school system.

Saint Paul–A Center for Learning

Harvard Univ., Cambridge, Mass. Center for Field Studies. Harvard Univ., Cambridge, Mass. Graduate School of Education, 1967, Available as Document ED 021 424 from EDRS, one fiche or 35 pages hardcopy.

The feasibility of centralizing elements of the educational process in Saint Paul, Minnesota, provided the premise for proposed long range solutions to the educational needs of the community. The role of education in the community was explored by staff specialists in school organization, curriculum design, and urban planning. Research design relied on interviews with community

leaders and school personnel and visits to institutions which contributed to the educational resources of the area. Questionnaires submitted to principals and teachers suggested system needs for curriculum development, teacher training, educational resources, and supportive services. Specific recommendations for remedying system deficiencies were organized about a proposed city center for learning which would serve students of all city schools by analyzing a student's individual characteristics, improving teacher competence, developing appropriate learning experiences, and providing materials to support those learning experiences. Other recommendations included consolidation of existing facilities, planning a new central elementary school, and racially integrating the school system. The teacher questionnaire and responses by percentages appear in an appendix.

Library and Multimedia Projects, Descriptions of Special Projects Approved Under Title II Elementary and Secondary Education Act of 1965 (1966-1967)

New York State Education Dept., Albany, ESEA-2, 1967, Available as Document ED 019 894 from EDRS, two fiche or 65 pages hardcopy.

The 53 New York State projects receiving grants for 1966-67 under Title II of the Elementary and Secondary Education Act are described by district with reference number, expenditure, major objectives of the project, overview of the project, and name and address of the person to contact for further information. Grants range from $845 to $40,000. The overviews discuss purpose, use of funds, equipment, materials, and staff. Each project served as a model and could be visited by professional members of school staffs upon request. Appendices list grant receivers for 1965-66, and describe Title III "Mini-grants" of $2000 to be used for acquisition of library selection aids and professional reference books.

A Clearinghouse for Creativity

Robert W. Schrock, Ohio School Boards Association, Columbus, February 1968, Available as Document ED 020 037 from EDRS, one fiche or 7 pages hardcopy.

In an attempt to stimulate creativity and innovation among teachers, a six-county educational service center has been established in New Philadelphia, Ohio, serving more than 50,000 students and 2,500 teachers. With a professional staff of eight, and equipped with a wide variety of audiovisual devices, the center is prepared to assist any teacher within the participating counties in the development and evaluation of innovative techniques. A wide selection of motion picture titles is maintained in addition to a complete data processing facility to which any teacher may subscribe. A number of workshops have been conducted at the center concerning the use of audiovisual materials in classroom instruction, and the development of title II cultural enrichment and physical education programs. Since its inception in 1966, more than 300 projects have been initiated in the six-county area served. This article appeared in the "Ohio School Boards Association Journal," February 1968.

Technology-Resource Center for Vocational-Technical Education

Rutgers, The State Univ., New Brunswick, N.J., BR-5-0018, Available as Document ED 019 435 from EDRS, one fiche or 21 pages hardcopy.

A model facility for updating vocational-technical teachers, planned in the project "A Vocational Technical Teacher Technology Center—The Development of a Model" (ED 003 522), is described. The center consists of a technology and a resources complex. The circular technology complex, devoted to updating and enriching the instructional program, is designed on three levels—(1) the lower level which accommodates a television studio, control room, storage and mechanical equipment-utilities room, (2) the technology complex level which provides for four modules, a large group instructional room, mechanical equipment and utility room, storage, staging, and lounge, and (3) the upper level which provides for a central audiovisual control area, observation rooms, and rear screen and television projection windows. The four modules provide for instructional groups of varying sizes and fields of study. The rectangular resource complex is joined to the technology complex by a glass

corridor. It provides facilities oriented for improving teaching-learning techniques. It includes instructional, evaluation and research, darkroom, reproduction, curriculum development, innovation center, library, public lounge, and exhibit areas. An outdoor demonstration area is planned. A site plan, floor plan, and an outline of architectural considerations are included.

Educational Specifications for the South Campus of Seattle Community College

C. W. McGuffey, Associated Consultants in Education, Tallahassee, Florida, October 29, 1966, Available as Document ED 019 052 from EDRS, six fiche or 391 pages hardcopy.

The south campus is one of three planned for Seattle Community College. A consultant group worked with staff committees to develop educational specifications for this facility. Areas considered included site planning and development, facilities for administration and faculty, student personnel services, and the instructional resources center. Detailed descriptions are presented for the proposed use of each facility, with attention to equipment and furniture as well as to building needs. Special consideration is given to the instructional center and resources for the audiovisual mode of presentation.

Planning for Instructional Resources at a Rapidly Growing Urban University

John B. Haney and Charles J. McIntyre, Illinois Univ., Chicago Circle, BR-50994, Title 7-B, 1967, Available as Document ED 018 962 from EDRS, two fiche or 107 pages hardcopy.

A project was undertaken to develop a campus organization responsible for instructional resources and the development of plans for implementing the project in terms of the necessary staff, space, facilities, budget, and organizational structure. An equally important, concurrent task was to involve the faculty in planning for the use of instructional resources in a manner significantly related to the solution of real instructional problems. With respect to the major task, the report describes how an office of instructional resources was conceived and implemented in a developing urban university. The report details the organizational structure, the personnel, the budgets, the number and type of staff required, the space required, and the equipment recommended. Six faculty committees in important subject areas were appointed to identify critical instructional problems and to develop applications of instructional resources. The chairman of each committee was released part time from other duties in order to provide the necessary leadership. Consultants were liberally employed, and the committees were given the opportunity to travel to other institutions in order to observe and discuss significant innovations in their instructional areas. The work of these committees is reported in considerable detail and their accomplishments are discussed.

Education Act Project Evaluation, Part I

Cincinnati Public Schools, Ohio. Dept. of Instruction, January 1967, Available as Document ED 018 465 from EDRS, three fiche or 137 pages hardcopy.

This report contains evaluations of 1965-66 elementary and secondary education Title I projects in the Cincinnati public schools. The projects either offered enrichment and remediation at the elementary, secondary, or adult level or established summer schools or educational resource centers. Each evaluation contains a project narrative and a discussion of evaluation procedures and results. This article was published in "Journal of Instructional Research and Program Development," January 1967.

Eliminate Taboos, Outfit Your Library in Six Months

Mayrelee Newman, June 1967, Available as Document ED 018 195 from EDRS, one fiche or 5 pages hardcopy.

During a 6-month period, El Centro Junior College, Dallas, Texas, established a learning resources library for a 2,000-student population in a former department store. The task included three groups of activities–(1) facility planning and obtaining furniture and equipment, (2) acquisition and processing of a basic collection, including printed and nonprinted media, and (3) creation of staff

and programing systems for use and control. The basic collection was selected from several published lists. Library of Congress cataloging was adopted because it eliminates repetitive decision-making, lends itself to automated identification of items, and allows tie-ins with national networks. The library is characterized by automated procedures, a total resource approach, and catalogs in book form to replace card files. This article is published in "College and University Business," June 1967.

The Instructional Materials Center–Whose Empire?

Raymond Wyman, Department of Audiovisual Instruction, Washington, D.C., February 1967, Available as Document ED 018 191 from EDRS, one fiche or 6 pages hardcopy.

Growth of new media programs has caused a question as to whether they belong in the domain of the librarian or of the audiovisual specialist. One solution is to combine all media in a single instructional materials center from which teachers and students may procure the media needed for large group presentation, small group interaction, or individual study. To provide necessary services, three elements are needed–(1) a software or media library that includes books, films, slides, and recordings needed for presentations or individual study, (2) a hardware or equipment shop for acquiring, storing, servicing, and issuing equipment, and (3) a production center for preparation of recordings, films, slides, transparencies, graphics, booklets, and handout sheets. Although most of this work can be done by nonprofessional, technical personnel, there is need for a presentation specialist and for a specialist in individual learning. These specialists, plus technicians and secretarial help, would work on a team directly with the teachers. They would probably replace the present librarian and audiovisual specialist. This article was published in "Audiovisual Instruction," February 1967.

School Library Programs in Rural Areas

Grace Hightower and others, National Education Association, Washington, D.C. Dept. of Rural Education, 1966, Document not available from EDRS.

Two of the major handicaps to good rural school library programs have been inadequate finances and small school districts. Through recent federal assistance, reorganization of schools, establishment of intermediate units, and other means of cooperating across district lines, rural school library programs have been improved. A good school library program consists of the following–(1) a reading, listening, and viewing center where skills and tastes are developed, (2) a learning laboratory for research and study where pupils learn to work alone and in groups, (3) a materials center where pupils and teachers locate materials regardless of format, (4) a center contributing to the personal, social, educational, and vocational guidance of pupils, and (5) an instructional center for improving the use of library materials throughout the school. This document also includes ways some rural areas are providing improved library programs. This booklet was available for $1.00 from Publication Sales Division, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The Organization of Nonbook Materials in School Libraries

Warren B. Hicks and Alma M. Tillin, California State Dept. of Education, Sacramento. Bureau of Audiovisual and School Library Education, 1967, Available as Document ED 017 281 from EDRS, three fiche or 77 pages hardcopy.

A general guide for cataloging and processing of nonbook materials, this manual was written in response to requests for assistance in organizing audiovisual materials for use by pupils and teachers in California school libraries. As such, the decisions on cataloging procedure are based upon the principle that the organization of all instructional materials by subject reinforces learning and skills already acquired. Consideration is given to questions of a general nature, such as the use of union catalogs, circulation and storage of materials and equipment, types of classification systems, and the use of printed cards. Procedures for handling the different forms covered are based upon standard library practices,

but are meant to be flexible enough to allow adaptation to each school library. Specific examples of cataloging and processing for each of the forms covered (art prints, charts, dioramas, films, filmstrips, flash cards, games, globes, kits, maps, mock-ups, models, pictures, realia, recordings, specimens, video tapes, and transparencies) make up the major portion of the manual. Appendix A summarizes the results and conclusions of a questionnaire survey of California school library practices in cataloging, housing, and circulating audiovisual materials.

Epoch, Educational Programming of Cultural Heritage–ESEA Title III Submission of Pace for Continuation Grant

Jay B. Monfort and others, Berkeley Unified School District, Calif., 1967, Available as Document ED 016 747 from EDRS, two fiche or 60 pages hardcopy.

This project offers interdisciplinary humanities instruction through extensive multimedia resources, innovative teaching methods, and advanced educational technology. The project, still in the planning stage, will ultimately be housed in a scientifically designed resource center where educational exhibits, information retrieval systems, and special teaching devices will facilitate learning, teaching, and teacher training. In one section of the report such major project activities as the research program, curriculum study, acquisition of resource materials, and search for space and design development are discussed, and in an additional section the pilot program which will emerge from some of these planning activities is described. Also presented are tentative diagrams of the resource center and certain teaching devices. (See also ED 016 741 and ED 016 742 in the ERIC collection.)

Audio-Visual Instruction, An Administrative Handbook

Missouri State Dept. of Education, Jefferson City, PUB-21-H, 1961, Available as Document ED 016 411 from EDRS, two fiche or 113 pages hardcopy.

This handbook was designed for use by school administrators in developing a total audiovisual program. Attention is given to the importance of audiovisual media, administrative personnel requirements for an AV program, budgeting for AV instruction, proper utilization of AV materials, selection of AV equipment and instructional materials, instructional materials centers, and evaluation of audiovisual services. An annotated bibliography of over 60 references is included.

Man, Media, and Machines–The Teacher and His Staff

Bruce R. Joyce, National Education Association, Washington, D.C., 1967, Available as Document ED 016 397 from EDRS, one fiche; hardcopy not available.

An organizational model for the school is proposed, placing teachers at the center of the decision-making process and providing them with a supportive staff to help individualize education. In this model, a direct instruction team works with professional staff at the instructional support centers, who organize instructional materials and provide consultant help. Copies of this document were available for 75c from the National Education Association, 1201 16th Street, N.W., Washington, D.C.

The Instructional Materials Center

Delphine Artz and others, Michigan State Dept. of Public Instruction, Lansing, Bull-369, 1965, Available as Document ED 016 359 from EDRS, one fiche or 43 pages hardcopy.

This bulletin presents recommendations with regard to program, personnel, and facilities for an instructional materials center. It includes utilization, materials, facilities, organization and layouts for an instructional materials center. Case studies and examples are provided for making the maximum possible use of the center by both the school and the community.

Learning Resources for Colleges and Universities

Fred Harcleroad and others, California State College, Hayward, NDEA-7B-394, September 1964, Available as Document ED 015 647 from EDRS, three fiche or 176 pages hardcopy.

This project developed a plan for the library-audiovisual services-administration building for California State College at Hayward. The first part of the report provides ideas and resource information for other colleges with similar needs. The problem of learning resources is broken down into (1) audiovisual services, (2) independent study center, (3) materials preparation service, (4) library services, and (5) the roles of digital computers.

Standards for Library-Media Centers in Schools for the Deaf, a Handbook for the Development of Library-Media Programs

Patricia Blair Cory, American Instructors of the Deaf, May 1967, Document available as ED 015 607 from EDRS, one fiche or 55 pages hardcopy.

This is the second of two projects on library services for the deaf. Phase I was a survey of the status of library services in schools for the deaf. This report, Phase II, presents the results of the development and adoptions of library-media standards. A library-media center is defined as a collection of any materials for study and enjoyment, such as books, films, and records. Program principles, guidelines, and priorities are discussed as are personnel qualifications and preparation. The quantitative and qualitative aspects of the printed and audiovisual collections in library-media centers are presented. Quarters and equipment specifications are suggested for various locations.

More Effective Use of School Libraries

Elizabeth P. Hoffman, 1966, Document not available from EDRS.

A well-equipped and adequately staffed school library can help improve instruction and can be the center of learning by providing extensive enrichment materials. The school library is a necessary part of every school. The American Library Association (ALA) recommends standards based on school size, and the Knapp Foundation sponsors school library development projects through the ALA. These developments indicate the growing interest in nationwide school library projects. However, there is a great need for properly trained personnel, for more space, and more allocations. The school library program should be coordinated with the entire school curriculum in order to structure teaching units, to meet special student needs, and to promote professional relations. The school library's work should be related to community needs through the parent teachers association. This paper was published in "Reading and Thinking, Proceedings of the 22nd Annual Reading Institute at Temple University," Temple University, Philadelphia, Pa., 1965.

The Administration of Library Instructional Services in the Community College, Highlights of a Conference (Wayne State University, November 19-20, 1965)

Charles Alexander, Wayne State Univ., Detroit, Mich., 1965, Available as Document ED 014 946 from EDRS, one fiche or 47 pages hardcopy.

Four major topics provided the emphasis of this conference for representatives of Michigan Community Colleges–(1) diffusion of innovation from its sources to those who make maximum use or adaptation of its possibilities, (2) centralized library services in multicampus districts, (3) availability and use of learning resources in the disciplines and technologies, and (4) planning for the library in the new community college. Papers presented at the conference and records of the discussion sessions are included.

Report and Recommendation for Learning Materials Center

William A. Keim and others, Cerritos Coll., Norwalk, Calif., September 1967, Available as Document ED 013 649 from EDRS, two fiche or 77 pages hardcopy.

This report is a history of the development of a set of educational specifications for the expansion of an existing library and the addition of an instructional materials center. Preliminary consideration was given to the

methods of instruction, the students, the faculty, and the available financial resources. A general study committee was divided into subcommittees on (1) library services, (2) audiovisual and materials preparation, (3) computerized learning, and (4) student evaluation and independent study. From the work of these committees, educational specifications were developed for building areas for administrative services, audiovisual services, materials preparation, independent study, listening services, and electronic distribution services. Schematic drawings, committee reports, and detailed specifications are provided.

The James Madison Wood Quadrangle, Stephens College, Columbia, Missouri

Wilma McBride, Stephens Coll., Columbia, Mo., Available as Document ED 013 063 from EDRS, one fiche or 48 pages hardcopy.

The James Madison Wood Quadrangle at Stephens College is a complex of buildings designed to make possible a flexible educational environment. A library houses a great variety of audio-visual resources and books. A communication center incorporates television and radio facilities, a film production studio, and audio-visual facilities. The learning center, all learning areas of the existing campus, and the communication center are connected by audio lines which permit communication between these facilities. A variety of fully-equipped classrooms, auditoriums, and multi-purpose areas adds to the flexibility of the complex.

The Junior College Library. Report of a Conference Sponsored by UCLA, AAJC, and the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges (Los Angeles, July 12-14, 1965)

Byron Lamar Johnson, UCLA School of Education, JCLP-OR-8, January 1966, Available as Document ED 012 606 from EDRS, two fiche or 96 pages hardcopy.

A broad range of experience in program development and techniques relevant to the junior college library is reported. The unique library function in this environment is explored from several dimensions, although the focus on the relationship of the library to instruction is basic to the reports. The concept of "libraries in action" is discussed in eight papers and includes descriptions of new learning resource centers. The evolution of the librarian's role in these various settings is of particular interest. Standards for junior college libraries and a discussion of accreditation as an aid to strengthening the library are also treated in this collection.

The Changing Role of the Library on the Junior College Campus–A Case Study at Mt. San Jacinto College

C. Loran Lee, 1966, Available as Document ED 012 185 from EDRS, one fiche or 49 pages hardcopy.

The first step in using the multimedia approach is writing objectives in behavioral terms. The second step involves the determination of which media or "tools" will best meet the needs of the students in accomplishing the specific objectives. Administrators at Mount San Jacinto felt that the role of the library in this approach was to serve the instructional needs of the school. Research into planning the new library revealed the weaknesses of the traditional library. The instructional center library (ICL) is conceived as a total instructional resource center. The implications for library personnel are great. The librarian must be aware of the problems in teaching, have had experience in audiovisual work, have had adequate library training, and possess an appropriate credential. The ICL facilities include carrels with filmstrip projectors and tape recorder, faculty offices, classrooms, small group-discussion rooms, listening stations, and the multimedia materials which each instructor must produce to meet his objectives. There have been weekly and monthly instructional material circulation reports and a student and faculty questionnaire to determine the reactions and suggestions for improvement. Samples and analysis of the questionnaires are included.

A Feasibility Study for Establishing a Pilot Center for Analysis and Demonstration of Educational Resources at Wayne State University

Joseph E. Hill, Wayne State Univ., Detroit, Mich., NDEA-VIIB-267, June 1965, Available as Document ED 010 592 from EDRS, two fiche or 77 pages hardcopy.

Included in this report are detailed discussions of (1) the physical and organizational design of the resource center, (2) a timetable for establishment of the center, (3) plans for the dissemination of information, (4) plans for demonstration of systems to be developed at the center, and (5) budgetary requirements. Other ventures undertaken within the dimensions of the feasibility study were also discussed, including specific aspects of teacher education, speech improvement, programed instruction, and computer-assisted instruction.

System Design for a Continuous Progress School–Part III, The Instructional Materials Center

John F. Cogswell and Robert L. Egbert, System Development Corporation, Santa Monica, Calif., BR-5-0738-06, NDEA-VIIA-1130-06, August 1964, Available as Document ED 010 563 from EDRS, one fiche or 23 pages hardcopy.

This report describes how an instructional materials center might operate rather than how one is operating or is planned to operate. As conceived, the IMC combined the functions of the library, the book store, the audio-visual center, and the development of materials. Flow diagrams of the planned operation were included. Related reports are ED 010 561 through ED 010 564.

Planning Schools for New Media

Amo De Bernardis and others, Portland State Coll., Oregon, NDEA-VIIB-007, 1962, Available as Document ED 003 721 from EDRS, two fiche or 76 pages hardcopy.

This manual was prepared as a reference guide to assist school board members, school superintendents, and architects in planning school buildings so that teachers could make full and effective use of modern media in instruction. Elements of the manual, as listed in the table of contents, are "The Planning Process," "Instructional Materials Centers," "Classrooms," "Language Laboratories," "Auditoriums and Multipurpose Rooms," "Intercommunications Systems," "Radio Facilities," and "Television Facilities."

A Learning Resources Center for the U. S. Virgin Islands, A Feasibility Study

Thomas P. Robinson and David C. Stewart, Laboratory for Educational Materials, New York, N.Y., NDEA-VIIB-287, April 1964, Available as Document ED 003 154 from EDRS, one fiche or 44 pages hardcopy.

A study of Virgin Island education established the feasibility of developing a learning resources center at the College of the Virgin Islands. The capabilities of the learning resources center were defined, including selection and distribution as well as local preparation and production of materials for formal or informal education and services. A 3-year development plan and 2-year budget were prepared for facilities, equipment, and staff. Recommendations included establishing two subcenters in public schools to strengthen the relationship between teacher training at the college and use of new media by teachers in the schools.

Learning and Instructional Resources Center

Charles D. Tharp, Miami Univ., Coral Gables, Fla., March 1963, Available as Document ED 002 736 from EDRS, one fiche or 23 pages hardcopy.

Faculty committees were appointed at the University of Miami to work out the philosophy of a new division within the University which would meet the problems of the inadequacy of classroom space, the need for better and more efficient teaching methods, the failure of higher education to utilize adequately technological resources, and the need for professional communication specialists to identify with accepted educational values. The outgrowth of faculty deliberations was the learning and instructional resources center. The center was built in an octagonal shape with eight 300-seat classrooms placed around a central core containing projection equipment.

Wedge-shaped classrooms were designed to allow students' eyes to follow a natural focus to the apex, where the projection screen, the lecturer's podium, and the demonstration table were located. Classrooms were equipped with the latest lighting, projection facilities, teaching aids, language translation facilities, electronic pointers, and audiovisual equipment and materials. The design and concentration of equipment in the center provided a challenge for the solution of problems plaguing educational television. An electronic feedback system was instituted to aid in researching questions about the medium. An easily operated and concealed response station was installed at each seat, chart recorders kept a permanent record of class response for analysis after a lecture.

Elements of a Proposal for an "Urban Education Resources and Consultant Center"

A. Harry Passow, Columbia Univ., New York, N.Y. Teachers College, Available as Document ED 002 467 from EDRS, one fiche or 10 pages hardcopy.

The purpose of an urban education resources and consultation center would be to improve the educational program of inner-city schools by making available information and assistance on curriculum and instruction, including materials, content, teaching techniques, and evaluation procedures. Such topics as administration, finance, and organization would be considered only if they affected teaching and learning. One of the basic services the center would perform would be the analysis of research on behavioral and social sciences in terms of its meaning for educational practice, particularly with reference to the educationally disadvantaged. Consultant services would be provided for schools and school systems interested in operating programs for disadvantaged children. In addition to consultants on the center's staff, a list would be maintained of specialists available for particular assignments. The center would be a link between schools testing particular ideas and programs and would facilitate cooperative efforts beyond the reach of any single school. It would locate schools and communities where pilot programs are in progress and where interesting ideas are being tested. A materials resources library would be established, where interested parties could study and try out various types of educational resources. Materials, reports and proposals would be collected and would be abstracted for easy retrieval. Efforts would be made to disseminate findings from center activities through publication, audiovisual materials, conferences, classes, and seminars.

A "Systems" Approach to the Coordination of Instruction and Learning Resources

Armand L. Hunter, East Lansing, Mich., Available as Document ED 002 261 from EDRS, one fiche or 15 pages hardcopy.

Establishing systems and procedures whereby institutions can teach more students more efficiently is investigated. The solution is that of developing a new concept in the design of a "systems" approach to the programing and utilization of instructional and learning resources. The value and purpose aspects of the "systems" concept, the methods of implementation and utilization which may be required to earn educational acceptance and support, and a design for its establishment are presented. The task and function of a university is that of welding together imagination and experience. The new technology can realize and fulfill the nature of this learning experience by determining the character, nature, and quality of the educational experience required, and then by selecting and designing a combination of the resources which will produce the desired results. A method of implementing this systems plan within the structure of the educational institution is through a "learning and instructional resource center" which would coordinate all resources available.

The Bassett Continuous Progress High School

Edward Eisman, Available as Document ED 002 251 from EDRS, one fiche or 9 pages hardcopy.

A citizens committee from the Bassett Unified School District felt that a child's individual capacities should be developed and his sense of individual responsibility should be fostered. Since many criticisms of education were related to organizational difficulties, the committee investigated school organizations designed specifically to meet individual differences. The committee adopted

the rationale of the continuous development school, which states that learning is an individual matter and that it suffers when external agencies impose restrictions upon the learning processes. The program eliminates such artificial barriers as grade levels and time schedules that interfere with maximum learning. This is accomplished through an individual approach to education in which the major responsibility for learning is with the student. The core of the school is the instructional materials center. Immediately adjacent to this center are the study units, each unit contains studio offices and a large area made up of individual study carrels. Assignment to each unit is on the basis of one professional teacher and one teacher aide for every 60 students. Each child participates in a testing program and develops certain semester or year objectives. He is provided with a problem that is a prepared sequence of activities to assist him in reaching these objectives. The home base of the student is his carrel. Each day the student fills out a card indicating his progress in his program and whether or not help is needed. The program involves a systems approach to education in that it analyzes the essential concepts relative to a specified educational goal and then provides those experiences which are appropriate to the development of the concepts.

Technological Innovation and Good Teaching, More Effective Instruction Through Technology. Pasadena Schools in Action

Ralph W. Hornbeck, Pasadena City Unified School District, Calif., April 1965, Available as Document ED 002 175 from EDRS, one fiche or 12 pages hardcopy.

Listening-viewing centers are being used in schools throughout the United States. They are effective in improving instruction and increasing teacher efficiency. Language laboratories meet the demand for person-to-person communications. They permit all students to participate at the same time without interference from others, and thus increase effective participation. Programed learning and teaching machines are designed to individualize and to aid the teacher. They are self-corrective, allow for individual pacing, free the teacher for more creative teaching, and, in some of the more sophisticated types, prevent cheating and provide a record of errors and data for subsequent analysis and statistical study. Educational television is an important influence in today's classroom. It permits many authorities and master teachers to visit the classrooms, and it permits students to witness vivid presentations within their own room that they could not otherwise see. It is being used in many curricular areas. Audiovisual techniques have made a tremendous impact on modern education. Their primary function is to provide experiences whereby a student can build up a storehouse of meanings. Audiovisual materials make meanings more exact, more concrete, and more valid. Advances in technology, particularly in the automation of mechanical processes, have both eliminated old jobs and created new ones. Curriculum and teaching methods have responded with additions and changes to meet the need. One technological device that has been designed to implement the teaching of business subjects is the secretarial laboratory. Technology has also influenced the approaches to music and reading.

Coordinated AV

Paul C. Cleaves and others, Weymouth, Mass., June 1964, Available as Document ED 002 110 from EDRS, one fiche or 26 pages hardcopy.

The Instructional Materials Center is located in the local high school and supplies all schools in the area. Audiovisual equipment orders, after selections are made by the classroom teacher, are processed by the center, confirmed and delivered by truck three times each week. Each school has a building coordinator who checks the orders into the building, channels them to the requesting teacher, and returns them for pick-up according to schedule. Coordinators participate in citywide workshops devoted to learning about and creating projected materials. These teachers also train others in the use of materials and equipment, inform their colleagues of new materials and techniques, and organize and train student assistants. The high school operates its own closed circuit television channel, and the elementary schools enjoy the service of open circuit educational television. A correlated teacher's progrm for each level insures maximum effectiveness in the classroom and serves to demonstrate other potentials for inservice training programs. Equipment permanently located in all schools includes sound-

on-film projectors, opaque projectors, tape recorders, record players, projection screens, and rooms with light control. The overhead projector has been used to introduce modern arithmetic to parents, while the tape recorder has proved useful in teaching reading and music. In a unit on communication the opaque projector was used for enlarging news stories, the tape recorder for recording and analyzing student speeches, the film-strip projector for showing a film on a newspaper, and the teletrainer for teaching good speaking and listening techniques. Student reading speed and comprehension has shown improvement through the use of accelerating devices, and sentence diagraming has been introduced by using the overhead projector. This article was a re-print from the "Grade Teacher" Magazine, June 1964.

These documents (except for the few identified as available elsewhere) can be ordered individually in hardcopy or microfiche, or as a complete collection of 72 fiche. Simply check the per-fiche price and ordering directions in the last ERIC at Stanford Newsletter. If you wish all 72 fiche, ask the ERIC Document Reproduction Service in Maryland for Collection MT 852 001 (Instructional Materials Centers).

(As of January 1970, the price per page of hardcopy was 5c and the price per fiche was 25c, plus a 50c service charge on each order. Thus the 72 fiche of the Instructional Materials Centers collection could be ordered for $18.00 plus 50c from EDRS, 4936 Fairmont Avenue, Bethesda, Maryland 20014.)